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ABSTRACT

The Evaluation System of the District of Columbia Public Schools has several purposes. It is designed to enable the school system to evaluate the effectiveness of programs and to identify characteristics of programs that seem to increase effectiveness. Also, it is designed to enable the schools to follow particular students over a period of years, to examine long-term effects of different programs, and to measure changes in program characteristics from year to year. The design of the Evaluation System is such that analyses or evaluations can be done at a number of levels: the individual student, the classroom, the school building, the grade level, the program, the region, and the overall school system. Evaluation System data were collected systemwide for the first time in grades one through six in June 1982. Various data on 40,740 students were received from 1,528 elementary school classroom teachers. Data are reported here on the reading and mathematics instructional materials used, special student needs, student attendance, and student achievement. (PN)

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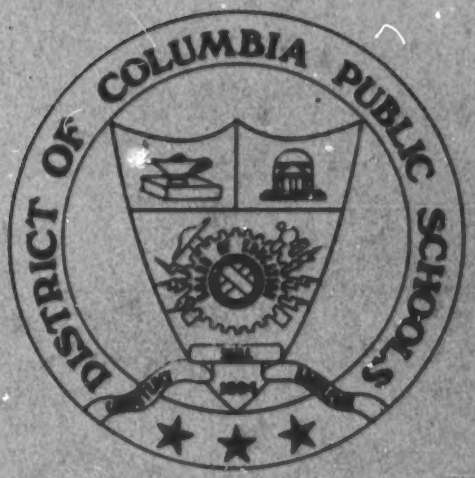

EVALUATION OF OUTCOMES 1981-82: AN EVALUATION SYSTEM REPORT ON READING AND MATHEMATICS PROGRAMS AND STUDENT ACHIEVEMENT

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Floretta D. McKenzie
Superintendent of Schools
October 1983

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

EVALUATION OF OUTCOMES 1981-82: AN EVALUATION SYSTEM REPORT ON READING AND MATHEMATICS PROGRAMS AND STUDENT ACHIEVEMENT

Prepared by
Division of Quality Assurance
October 1983

District of Columbia Public Schools

OFFICE OF THE SUPERINTENDENT

Superintendent	Floretta D. McKenzie

DIVISION OF QUALITY ASSURANCE

Acting Assistant Superintendent	Reuben G. Pierce
Director, Evaluation System	Herman Cobb, Jr.
Assistant Director	Beulah G. Glenn
Staff	Helen Louise C. Pettis
	Leslie R. Smart
	Howard E. Bates

TABLE OF CONTENTS

	Page
LIST OF TABLES	iv
CHAPTER	
I. INTRODUCTION	1
A. The Evaluation System	1
B. Data Collection	1
1. Form 300	2
2. Form 301	2
C. Data Analysis	3
II. SYSTEMWIDE RESULTS	4
A. Student and Classroom Statistics	4
B. Student Instructional Materials	4
1. Reading Materials	5
2. Mathematics Materials	5
C. Student Needs	5
1. Learning Problems and Barriers	8
2. Referrals	9
3. Extra Help (Reading and Mathematics)	12
D. Attendance	13
1. Factors Associated With Good and Poor Attendance	14
2. Chapter 1 Students	15
E. Student Achievement	15
1. Instructional Levels	16
2. Promotion and Retention Rates	16
III. CONCLUSIONS	18
APPENDICES	
A. Evaluation System Reading and Mathematics Program Data Collection Form 300	21
B. Evaluation System Reading and Mathematics Program Data Collection Form 301	23

LIST OF TABLES

		Page
1.	The Most Frequently Used Reading Materials for Students in Grades One-Six in School Year 1981-82 by Rank	6
2.	The Most Frequently Used Mathematics Materials for Students in Grades One-Six in School Year 1981-82 by Rank	7
3.	Students With Learning Problems in Instructional Areas Reported by Classroom Teachers for School Year 1981-82	8
4.	Students With Learning Barriers in Non-Instructional Areas Reported by Classroom Teachers for School Year 1981-82	10
5.	Persons to Whom Referrals of Students Were Made as Reported by Classroom Teachers for School Year 1981-82	11
6.	Number and Percent of Students in Grades 1-6 Who Received Extra Help in Reading and Mathematics During School Year 1981-82	13
7.	Student Absences for Grades 1-6 as Reported by Semester for School Year 1981-82	14
8.	Percentage of Students Whose Instructional Levels Were Below, On or Above Their Current Grade Level	16
9.	Percentage of Students Promoted and Retained Second Semester 1981-82	17

I. INTRODUCTION

A. The Evaluation System

The Evaluation System of the District of Columbia Public Schools has several purposes. At the most general level it is designed to enable the school system to evaluate the effectiveness of programs and to identify characteristics of programs that seem to increase effectiveness. Also, it is designed to enable the D.C. Public Schools to follow particular students over a period of years, to examine long-term effects of different programs, and to measure changes in program characteristics from year to year. The design of the Evaluation System is such that analyses or evaluations can be done at a number of levels: the individual student, the classroom, the school building, the grade level, the program, the region, and the overall school system.

An essential feature of the Evaluation System is its ability to correlate data. Thus, the System is designed to combine test data with program data, and to combine both of these with a variety of other data or measures such as: student absence, sex, age, size of class, student turnover rate for classes, type of class, involvement of aides, and many other such measures. These data or measures come from various sources.

B. Data Collection

For six school years (1974-75 through 1979-80) the Evaluation System data collection was limited to a small sample of elementary schools. This was due to the fact that the Student Background Form was completed in the schools each year by staff from the Division of Quality Assurance. Thus, only a small number of schools could be accommodated.

In school year 1980-81 all efforts were geared to establishing a systemwide student data base. With the establishment of the data base, (known as the Student Enrollment System which was piloted by the Division in the Evaluation System schools) data collection in 1981-82 was extended to all elementary schools. Basic student background data was provided through the Enrollment System. Instructional and program data were furnished by teachers in June 1982 on Forms 300 and 301. These forms were preprinted with class and student identifying data from the systemwide student data base file. Forms were then assembled into individual class packages for each regular elementary classroom teacher.

1. **Form 300.** Form 300 (Appendix A) provided data on the class as a whole. One form was completed for each regular classroom. The following are data elements which were included:

   Teacher name
   School code
   Class code
   Number of students with learning problems (difficulties and/or need for help in instructional areas)
   Number of students with learning barriers (difficulties and/or need for help in non-instructional areas)
   Number of students referred
   To whom students were referred
   Use of CBC/SPP aids or instructional components
   Techniques used in developing a mathematics lesson

2. **Form 301.** A Form 301 (Appendix B) was completed for each individual student in the class. The data provided on each student are specified by the data elements listed below:

   Name
   Identification number
   Sex
   Chapter 1 status
   Special Education Services
   Grade (Current and Next Semester)
   Reading instructional level
   Mathematics instructional level
   Absences

Service priority based on need
Source(s) of extra help
Frequency of extra help
Grade(s) repeated
Number of months in classroom
Interest in reading
Interest in mathematics
Most frequently used reading material
Most frequently used mathematics material

C. Data Analysis

In prior years several files have been merged to create new files needed for an expanded analysis of variables. The student background data file, instructional program data file, criterion-referenced test file and the standardized test (CTBS) file were merged heretofore allowing for specific regression analyses, correlations and analyses of covariances. For the 1981-82 data no merger of files took place. Thus, the statistical analyses presented in this report have been limited.

II. SYSTEMWIDE RESULTS

A. Student and Classroom Statistics

Evaluation System Forms were submitted in June 1982 by 1,528 classroom teachers representing 124 schools with an elementary program. The teachers reported on 40,740 students in grades one-six for an average of 26.6 students per teacher.

The following statistics were generated:

- 33,474 students or 82.2% were with the same classroom teacher for the entire nine months of school year 1981-82.
- 34,468 students or 84.6% received their regular reading instructions from their homeroom/family teacher.
- 34,918 students or 85.7% received their regular mathematics instructions from their homeroom/family teacher.
- 8,717 students or 21.4% received Chapter 1 services during school year 1981-82.
- 6,479 students or 15.9% were repeating their current grade as of June 1982.
- 9,188 students or 22.6% had repeated other grades prior to their current grade.

B. Student Instructional Materials

The Competency-Based Curriculum (CBC) has been the focus of the D.C. Public Schools' instructional program since school year 1976-77. The primary purpose of CBC is to help students achieve success in the classroom through mastery of skills and acquisition of competencies. The Student Progress Plan (SPP) implemented in grades one-six is the delivery system for CBC. SPP requires students to master 70% of the objectives at each instructional level in reading and mathematics before moving to the next higher instructional level. Therefore, the basic instructional materials used for reading and mathematics are critical elements of the student's program.

1. **Reading Materials.** The DCPS' Board of Education approved the Superintendent's recommendation regarding the use of ten reading programs for the 1981-82 school year. Schools continued to use other books on hand, but could only make new purchases from the approved list. The reading materials on the approved list are shown in alphabetical order.

Allyn and Bacon
American Book Company
Ginn
Harcourt Brace
Harper Row
Holt
Houghton Mifflin
Lippincott
MacMillan
Scott Foresman

The most frequently used reading materials in 1981-82, as shown in Table 1, include those on the approved list. The ten materials from the approved list account for 31,020 or 76.1% of the 40,740 students. A total of twenty-two different materials were identified. The number of students using Ginn and MacMillan was double that of any other materials.

2. **Mathematics Materials.** A total of twenty different mathematics materials were identified by teachers as the most frequently used. By far, more students were using MacMillan than any other single material. A listing of the materials ranked according to usage is found in Table 2.

C. **Student Needs**

Teachers indicated whether or not each student's background of experiences was adequate to enable that student to function successfully in the classroom. Results indicated that 81.5% of students were judged to have adequate background experience. However, the remaining 18.5% were judged to be lacking in some respect.

Table 1

THE MOST FREQUENTLY USED READING MATERIALS FOR STUDENTS IN GRADES ONE-SIX IN SCHOOL YEAR 1981-82 BY RANK

Reading Materials (Publishers)	Number of Students	Rank by Usage
*Ginn	7,712	1
*MacMillan	7,646	2
*Harcourt Brace	3,029	3
*Allyn and Bacon	2,388	4
*Lippincott	2,341	5
*American Book Company	2,191	6
*Holt	1,726	7
*Houghton Mifflin	1,608	8
*Scott Foresman	1,459	9
SRA	1,111	10
*Harper Row	920	11
Variety of Published Materials	607	12
Newspapers and Magazines	325	13
Open Court	306	14
Phonetic Keys	213	15
Laidlaw	209	16
WEISS	150	17
Teacher Made Materials	106	18
Reader's Digest Service	105	19
Phonovisual	100	20
Merrill Linguistic Readers	68	21
D.C. Reading Comprehension Skills Exercises	50	22
Total (22 identified materials)	34,370	
Materials identified as "Other"	1,339	
Materials not identified	5,031	
Total all students	40,740	

* The ten materials on the approved list.

Table 2

THE MOST FREQUENTLY USED MATHEMATICS MATERIALS FOR STUDENTS IN GRADES ONE-SIX IN SCHOOL YEAR 1981-82 BY RANK

Mathematics Materials (Publishers)	Number of Students	Rank by Usage
MacMillan	10,885	1
Houghton Mifflin	5,973	2
Holt Rinehart Winston	5,573	3
Addison Wesley	2,619	4
Harcourt Brace	2,247	5
Scott Foresman	1,495	6
Silver Burdett	1,384	7
D.C. Heath	1,160	8
Variety of Software	1,081	9
Laidlaw Brothers	1,052	10
McGraw Hill	912	11
Random House	451	12
Types of Hardware	222	13
SRA	202	14
American Book Company	150	15
Charles E. Merrill	100	16
Field Educational Publ., Inc.	29	17
Lyons and Carnahan	17	18
Harper and Row	5	19
Cambridge Book Company	2	20
Total (20 identified materials)	35,559	
Materials identified as "Other"	1,714	
Materials not identified	3,467	
Total all students	40,740	

1. **Learning Problems and Barriers.** Each teacher reported the number of students in his/her class who had a learning problem (difficulty and/or need for help in an instructional area). The areas reported were reading, mathematics, language arts and other. See the following table.

Table 3

STUDENTS WITH LEARNING PROBLEMS IN INSTRUCTIONAL AREAS REPORTED BY CLASSROOM TEACHERS FOR SCHOOL YEAR 1981-82

Areas of Learning Problems	Teachers Reporting					
	One or More Students per Class		Four or More Students per Class		Ten or More Students per Class	
	No. of teachers	% of teachers	No. of teachers	% of teachers	No. of teachers	% of teachers
Reading	1,360	89.0%	995	65.1%	418	27.4%
Mathematics	1,289	84.4%	892	58.4%	333	21.8%
Language Arts	785	51.4%	510	33.4%	198	13.0%
Other	1,029	67.3%	204	13.4%	66	4.3%

- Over three-fourths of all teachers reported that one or more students in their classroom had reading and mathematics learning problems.
- Nearly one-third of the teachers reported that ten or more students in their individual classroom had a learning problem in reading.
- One-half of the teachers reported that one or more students in their classroom had a learning problem in Language Arts.

Another indication of learning problems was the number of students who were promoted with a deficiency in reading or mathematics. In June 1982, 11.6% of the students in grades one-six were promoted with a deficiency in reading, meaning that their instructional level in reading was below grade level. Likewise, 5.9% were promoted with a deficiency in mathematics, meaning that their mathematics level was below grade level.

Each teacher also reported the number of students in his/her class who had a learning barrier (difficulty and/or need for help in a non-instructional area). See Table 4.

Of the ten non-instructional areas listed in Table 4, the one that involved the most students was disruptive behavior. Seventy-five percent or 1,147 of the 1,528 classroom teachers had one or more students in his/her class with a learning barrier due to disruptive behavior. Over one-third of the teachers reported that they had four or more students in their class with disruptive behavior. Disruptive behavior was followed closely by poor attendance as a learning barrier.

2. **Referrals.** Because of the special needs of their students, teachers referred many of them for help. Over eighty percent of the teachers made referrals due to learning problems and over sixty percent made referrals due to learning barriers. In each case (learning problems and learning barriers) teachers reported more students with a need in that area than they made referrals for. This may have been due to: (1) the classroom teachers were able to take care of many special needs; (2) they felt that they were expected to take care of certain special needs themselves; and/or (3) the resources needed for making referrals were not present.

The largest number of referrals made by the teachers were to counselors and special teachers. Persons to whom referrals were made are shown in Table 5.

Table 4

STUDENTS WITH LEARNING BARRIERS IN NON-INSTRUCTIONAL AREAS REPORTED BY CLASSROOM TEACHERS FOR SCHOOL YEAR 1981-82

Areas of Learning Barriers	Teachers Reporting					
	One or More Students per Class		Four or More Students per Class		Ten or More Students per Class	
	No. of teachers	% of teachers	No. of teachers	% of teachers	No. of teachers	% of teachers
Disruptive Behavior	1,147	75.1%	562	36.8%	112	7.3%
Poor Attendance	1,059	69.3%	264	17.3%	34	2.2%
Medical/Physical Health	760	49.7%	167	10.9%	8	0.5%
Home Problems	732	47.9%	241	15.8%	50	3.3%
Economic Conditions	619	40.5%	144	9.4%	36	2.4%
Truancy	466	30.5%	45	2.9%	4	0.3%
Withdrawn Behavior	446	29.2%	42	2.7%	2	0.1%
Nutrition	204	13.4%	34	2.2%	7	0.5%
Child Abuse	77	5.0%	3	0.2%	1	0.1%
Drugs	25	1.6%	3	0.2%	1	0.1%

Table 5

PERSONS TO WHOM REFERRALS OF STUDENTS WERE MADE AS REPORTED BY CLASSROOM TEACHERS FOR SCHOOL YEAR 1981-82

Persons by Titles	Teachers Making Referrals	
	No. of teachers	% of teachers
Counselor	1,148	75.1%
Special Teachers (Reading, Math, School-Based, etc.)	1,071	70.1%
Principal/Assistant Principal	754	49.3%
Speech Therapist	647	42.3%
Tutors	561	36.7%
Pupil Personnel Worker/Attendance Officer	535	35.0%
School Psychologist	358	23.4%
Aides (Education, Chapter 1, Health, Community, etc.)	348	22.8%
Health Specialist (Nurse)	339	22.2%
Visiting Instructor	50	3.3%
Other	128	8.4%

3. **Extra Help (Reading and Mathematics).** Approximately 45% of the 40,740 students received extra help in reading and 44% received extra help in mathematics. On the average; 7% of the students received extra help one day each week, 8% two days, 6% three days, 7% four days, and 15% five days each week. The frequency of extra help in reading was greater than in mathematics. This is to be expected since more students were reported as having a learning problem in reading. Also in a later section of this report you will find that more students were below grade level in reading than in mathematics.

The generally significant factors associated with frequency of extra help in grades 1-3 were: receiving Chapter 1 services, apparent lack of interest (or, possibly, motivation), current level of instruction, and whether the student was repeating the current grade. Of these factors, receiving Chapter 1 services was by far the most important. Students in Chapter 1 received more frequent extra help on the average.

By far the most important factor for grades 4-6 was the student's level of current instruction - the lower the level the more frequent the extra help. Amount of time spent in the regular curriculum of study and if the student was receiving special education services were important in grades 4 and 5. Lack of interest was important in grade 6.

The sources of extra help, with the percentage of students utilizing each source, are shown in Table 6. The greatest number of students receiving extra help in reading and mathematics received it during the day from the resource teachers. Many students also received help from various tutors.

Table 6

NUMBER AND PERCENT OF STUDENTS IN GRADES 1-6 WHO RECEIVED EXTRA HELP IN READING AND MATHEMATICS DURING SCHOOL YEAR 1981-82

Source of Extra Help	READING		MATHEMATICS	
	Number of Students	Percent of Students	Number of Students	Percent of Students
During School Day:				
Resource Teachers	11,570	28.4%	10,615	26.1%
Teacher Aide	2,831	6.9%	2,436	6.0%
Parent/Community Tutor	2,114	5.2%	1,849	4.5%
Peer Tutor	2,069	5.1%	2,569	6.3%
Operation Rescue	987	2.4%	873	2.1%
Jr./Sr. High Tutor	308	0.8%	392	1.0%
College Tutor	199	0.5%	229	0.6%
Other	1,465	3.6%	1,140	2.8%
After School:				
"STARS" (Chapter 1)	2,595	6.4%	2,182	5.4%
Operation Rescue	295	0.7%	260	0.6%

Regular classroom teachers indicated that 2,649 or 6.6% of their students received special education services. Of those receiving special education services the greater number spent at least 75% of their day in the regular classroom. Most of the services received were in reading instruction, second was mathematics instruction followed by services in support areas such as vision, hearing, speech, physical therapy, etc.

D. Attendance

At least 75.6% of the 40,740 students reported on by teachers in June 1982 were absent one day or more during the first semester. During the second semester at least 79.3% of the students were absent one day or more. The largest portion of students (45.4% first semester and 46.1% second semester) were absent from one to five days. See Table 7.

Table 7

STUDENT ABSENCES FOR GRADES 1-6 AS REPORTED BY SEMESTER FOR SCHOOL YEAR 1981-82

Number of Days Absent	Number and Percent of Students Reported Absent			
	First Semester		Second Semester	
	Number	Percent	Number	Percent
0	5,946	14.6	5,436	13.3
1-5	18,474	45.4	18,758	46.1
6-10	7,021	17.2	7,782	19.1
11-15	2,825	6.9	2,956	7.3
16-20	1,172	2.9	1,272	3.1
21-25	564	1.4	591	1.5
26-30	245	0.6	294	0.7
Over 30	496	1.2	619	1.5
Number not indicated	3,997	9.8	3,032	7.4

1. Factors Associated With Good and Poor Attendance. A series of discriminant analyses, a separate analysis for each grade 1-6, were carried out to determine those variables that differentiate significantly between students with good and poor attendance. Results suggested that certain variables were significantly related to attendance at most grade levels. The first of these was subject matter interest. Both reading interest and mathematics interest were significant in differentiating between good and poor attendance. As would be expected, a high degree of interest was associated with high attendance. The difference was actually quite striking. For example, 42.6% of students rated as "very interested" in reading had between 0 and 5 absences, while only 24.7% of those rated as "not interested" had such low absence rates. The second set of variables consistently relating to attendance were those concerned with grade repetition. At nearly every grade level, both current repeaters and those who had previously repeated grades exhibited poorer attendance than nonrepeaters. Overall, 39.6% of nonrepeaters had between 0 and 5 absences, while only 32% of repeaters exhibited these low absence rates.

A second group of variables was also associated with attendance at some grade levels. Of particular interest was the fact that students with better attendance records were more likely to receive promotion in Grades 3, 4 and 5. Results showed that 40.3% of promoted students and only 29% of nonpromoted students had 5 absences or less over the course of the year. The difference between the two groups is 11.3%, which was the equivalent of more than 3,800 of the nearly 34,000 students for whom complete data were available for analysis. A second variable that was significantly related to attendance in Grades 4, 5 and 6 was background adequacy. Students rated by teachers as having an adequate background of experiences attended more frequently. Five absences or less appeared in the records of 39.3% of students rated as having adequate backgrounds and only 29.8% of those with inadequate backgrounds.

2. **Chapter 1 Students.** Over the 6 elementary grades for which data were available for analysis, 21.4% of the students were receiving Chapter 1 services during the course of the school year. Attendance data on these students were compared with data for students not receiving Chapter 1 services to determine whether or not there were significant differences in attendance patterns.

Results showed that there was a significant difference in the attendance patterns. It was found that 30.2% of Chapter 1 students were absent 5 days or less during the course of the school year, while over 40.0% of non-Chapter 1 students were absent 5 days or less.

E. Student Achievement

Student achievement data was collected on Evaluation System forms for the first time in June 1982. Teachers indicated each student's current instructional

levels in reading and mathematics, current grade, instructional levels for next semester and next semester grade placement.

1. **Instructional Levels.** The instructional level data have been analyzed to indicate the percentage of students whose instructional levels were below, on, or above their current grade level during the second semester of school year 1981-82.

Table 8

PERCENTAGE OF STUDENTS WHOSE INSTRUCTIONAL LEVELS WERE BELOW, ON, OR ABOVE THEIR CURRENT GRADE LEVEL

Grade	Students in Reading			Students in Mathematics		
	% Below	% On	% Above	% Below	% On	%Above
1A -1B	-	95.9	4.1	-	96.9	3.1
2AT-2B	9.6	86.1	4.3	4.9	92.8	2.3
3AT-3B	16.0	80.0	4.0	7.6	89.7	2.7
4AT-4B	22.7	72.6	4.7	13.5	83.2	3.3
5AT-5B	37.0	58.4	4.6	29.6	67.3	3.1
6AT-6B	33.6	64.7	1.7	23.9	74.7	1.4

As shown in Table 8, for grades one-six the percentage of students whose instructional level were on or above grade level in reading decreased and the percentage of students whose instructional levels were below grade level increased, except for grade 6 (6AT-6B) in relation to grade 5 (5AT-5B). The figures also indicate that by the time grades 5 (5AT-5B) and 6 (6AT-6B) are reached, more than one-third of the elementary students were reading below grade level and well over one-fourth were below grade level in mathematics.

2. **Promotion and Retention Rates.** The promotion and retention rates shown in Table 9 are for the semester ending June 1982. Data for the first semester was not collected via the Evaluation System.

Table 9

PERCENTAGE OF STUDENTS PROMOTED
AND RETAINED SECOND SEMESTER 1981-82

Grade Designations		Percent of Students*	
Traditional	SPP	Promoted	Retained
1	1A - 1B	81.9%	15.7%
2	2AT - 2B	82.8%	14.0%
3	3AT - 3B	82.7%	14.4%
4	4AT - 4B	81.4%	14.0%
5	5AT - 5B	70.2%	23.1%
6	6AT - 6B	85.2%	13.1%
1- 6	1A - 6B	80.7%	15.7%

The percent of students promoted in June 1982 (Second Semester) was greater than that of January 1982 (First Semester). The January percentages for grades 1-6 (1A-6B) were 72.7% promoted and 27.3% retained.

* Data on 1,439 students were not included, therefore the sum of the percentage of promotions and percentage of retentions does not equal one hundred percent.

III. CONCLUSIONS

Evaluation System data were collected systemwide for the first time in grades one (1A-1B) through six (6AT-6B) in June 1932. Various data on 40,740 students were received from 1,528 elementary school classroom teachers.

Due to other priorities of the school system the data were not merged with student background data and student test data. Therefore, the types of analyses provided in the past were not completed for school year 1981-82.

Data analyses revealed that:

- 33,274 students or 82.2% were with the same classroom teacher for the entire nine months of school year 1981-82.
- 34,468 students or 84.6% received their regular reading instruction from their homeroom/family teacher.
- 34,918 students or 85.7% received their regular mathematics instruction from their homeroom/family teacher.
- 8,717 students or 21.4% received Chapter 1 services during school year 1981-82.
- 6,479 students or 15.9% were repeating their current grade as of June 1982.
- 9,188 students or 22.6% had repeated other grades prior to their current grade.
- Teachers identified a total of twenty-two different reading materials as the most frequently used.
- A total of twenty different mathematics materials were identified.
- 81.5% of the students were judged to have adequate background experience.
- Over three-fourths of all teachers reported that one or more students in their classroom had reading and mathematics learning problems.

- o Nearly one-third of the teachers reported that ten or more students in their individual classroom had a learning problem in reading.
- o One-half of the teachers reported that one or more students in their classroom had a learning problem in Language Arts.
- o Disruptive behavior and poor attendence were cited as the greatest learning barriers for students.
- o The largest number of referrals made by teachers were to counselors and special teachers.
- o The majority of the 40,740 students did not need or receive extra help in reading or mathematics.
- o Over three-fourths of the students were absent one or more days during the year.
- o The June 1982 promotion rates by grades were: grade 1 (81.9%), grade 2 (82.8%), grade 3 (82.7%), grade 4 (81.4%), grade 5 (70.2%), grade 6 (85.2%), grades 1-6 (80.7%).

As a further summary of the data presented in this report a profile of a typical regular elementary school classroom follows:

Teacher	1
Class Size	27
Reading Material Used	Ginn or MacMillan
Mathematics Material Used	MacMillan
Student Learning Barriers	Disruptive Behavior and Poor Attendance
Referrals Made To	Counselor and Special Teachers of Reading and Mathematics
Number of Students Receiving Chapter 1 Services	6
Number of Students Receiving Special Education Services	2
Number of Students Repeating Current Grade	4
Number of Students Who Repeated Prior Grades	6
Number of Students With Reading Deficiency	3
Number of Students With Mathematics Deficiency	2
Number of Students Receiving Extra Help in Reading	8
Number of Students Receiving Extra Help in Mathematics	7
Number of Students Promoted	23
Number of Students Retained	4

The profile is based on averages for all grades combined (one-six) as a group. Therefore, the profile is not typical of an individual grade level.

APPENDIX A

DIVISION OF QUALITY ASSURANCE

THE EVALUATION SYSTEM

READING AND MATHEMATICS PROGRAM DATA COLLECTION FORM #300

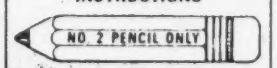
TEACHER'S NAME — PRINT LAST NAME – SKIP ONE SPACE – PRINT AS MUCH OF FIRST NAME AS POSSIBLE

NOTE: ANSWER THE FOLLOWING QUESTIONS AS THEY PERTAIN TO YOUR FAMILY OR HOMEROOM CLASS

SEE BACK FOR ADDITIONAL INSTRUCTIONS AND DEFINITIONS

SCHOOL CODE | **CLASS CODE**

INSTRUCTIONS



- MAKE HEAVY BLACK MARKS THAT COMPLETELY FILL THE CIRCLE.
- ERASE CLEANLY ANY ANSWER YOU WISH TO CHANGE.
- MAKE NO STRAY MARKS OF ANY KIND.

CORRECT MARK | INCORRECT MARKS

1. INDICATE THE NUMBER OF STUDENTS IN YOUR CLASS WHO HAVE LEARNING PROBLEMS IN ANY OF THE FOLLOWING AREAS: (MARK ALL THAT APPLY)

	NONE	1-3	4-6	7-9	10 OR MORE
READING	○	○	○	○	○
MATHEMATICS	○	○	○	○	○
SPEECH	○	○	○	○	○
LANGUAGE ARTS	○	○	○	○	○
OTHER	○	○	○	○	○

2. INDICATE THE NUMBER OF STUDENTS IN YOUR CLASS WHO HAVE LEARNING BARRIERS IN ANY OF THE FOLLOWING CATEGORIES: (MARK ALL THAT APPLY)

	NONE	1-3	4-6	7-9	10 OR MORE
ATTENDANCE	○	○	○	○	○
WITHDRAW BEHAVIOR	○	○	○	○	○
DISRUPTIVE BEHAVIOR	○	○	○	○	○
TRUANCY	○	○	○	○	○
NUTRITION	○	○	○	○	○
DRUGS	○	○	○	○	○
HOME PROBLEMS	○	○	○	○	○
CHILD ABUSE	○	○	○	○	○
ECONOMIC CONDITIONS (clothing, etc.)	○	○	○	○	○
MEDICAL/PHYSICAL HEALTH (vision, hearing, pregnancy, injury, etc.)	○	○	○	○	○

3. HOW MANY OF YOUR STUDENTS HAVE BEEN REFERRED BECAUSE OF: (MARK ONE FOR EACH CATEGORY)

LEARNING PROBLEMS		LEARNING BARRIERS
○	1 - 5	○
○	6 - 10	○
○	11 - 20	○
○	OVER 20	○

WHICH [illegible] WERE [illegible] MADE? (MARK ALL THAT APPLY)

- PRINCIPAL OR ASSISTANT PRINCIPAL ○
- COUNSELOR ○
- HEALTH SPECIALIST (NURSE) ○
- SPEECH THERAPIST ○
- PUPIL PERSONNEL WORKER/ATTENDANCE OFFICER ○
- VISITING INSTRUCTOR ○
- SPECIAL TEACHER(S) (READING, MATH, SCHOOL-BASED, ETC.) ○
- SCHOOL PSYCHOLOGIST ○
- SCHOOL WORKER ○
- AIDES (EDUC., TITLE I, HEALTH, COMMUN., ETC.) ○
- TUTORS ○
- NONE ○
- OTHER ○

SPECIFY:

5. WHICH OF THE FOLLOWING CBC/SPP AIDS OR INSTRUCTIONAL COMPONENTS DO YOU USE REGULARLY? (MARK ALL THAT APPLY FOR EACH SUBJECT)

READING		MATHEMATICS
○	OBJECTIVES	○
○	INSTRUCTIONAL ACTIVITIES	○
○	ASSESSMENT TASKS	○
○	CHECKLISTS	○
○	GUIDES/MANUALS	○
○	PROGRESS SHEETS/CHARTS	○
○	LEARNING STATIONS	○
○	SURVEY/CLUSTER TESTS	○

6. ARE YOUR STUDENTS INVOLVED IN SOME READING AND/OR MATH ACTIVITY AT LEAST ONCE EVERYDAY? (MARK ONE FOR EACH SUBJECT)

READING		MATHEMATICS
○	YES	○
○	NO	○

7. INDICATE THE ORDER IN WHICH YOU USUALLY APPLY ANY OR ALL OF THE FOLLOWING TECHNIQUES WHEN DEVELOPING A MATH LESSON WITH YOUR STUDENTS. (MARK ALL THAT APPLY)

- USE OF ABSTRACT MATERIALS/BLACKBOARD ① ② ③ ④
- USE OF PICTORIAL MATERIALS/BLACKBOARD ① ② ③ ④
- USE OF MANIPULATIVE MATERIALS ① ② ③ ④
- LECTURE/EXPLAINING ① ② ③ ④

RESEARCH AND EVALUATION 1982

NCS Trans-Optic EB15-11381:321

APPENDIX B

DIVISION OF QUALITY ASSURANCE

STATE EVALUATION SYSTEM

READING AND MATHEMATICS PROGRAM DATA COLLECTION FORM #301

STUDENT'S NAME PRINT LAST NAME – SKIP ONE SPACE – PRINT AS MUCH OF FIRST NAME AS POSSIBLE

STUDENT ID NUMBER | **SCHOOL CODE** | **CLASS CODE**

INSTRUCTIONS

USE NO. 2 PENCIL ONLY

- MAKE HEAVY BLACK MARKS THAT COMPLETELY FILL THE CIRCLE.
- ERASE CLEANLY ANY ANSWER YOU WISH TO CHANGE.
- MAKE NO STRAY MARKINGS OF ANY KIND.

CORRECT MARK ● INCORRECT MARKS ⊗ ⊘ ⊖ ◐

1. DID THIS STUDENT RECEIVE TITLE I SERVICES DURING THE CURRENT SCHOOL YEAR?

○ YES NO ○

2. HOW MANY MONTHS HAS THIS STUDENT BEEN IN YOUR HOMEROOM OR FAMILY CLASS THIS SCHOOL YEAR? (MARK ONLY ONE)

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

3. AS THIS STUDENT'S FAMILY OR HOMEROOM TEACHER, ARE YOU ALSO HIS/HER REGULAR TEACHER OF THE FOLLOWING SUBJECTS? (MARK ONE FOR EACH SUBJECT)

READING		MATHEMATICS
○	YES	○
○	NO	○

4. FROM WHICH OF THE FOLLOWING SOURCES OTHER THAN THE REGULAR READING AND MATHEMATICS TEACHER HAS THIS STUDENT RECEIVED EXTRA HELP? (MARK ALL THAT APPLY FOR EACH SUBJECT)

READING		MATHEMATICS
	a. DURING THE REGULAR SCHOOL DAY?	
○	NONE RECEIVED	○
○	SPECIALIST/RESOURCE TEACHER	○
○	TEACHER AIDE	○
○	PEER TUTOR	○
○	JR./SR. HIGH TUTOR	○
○	COLLEGE TUTOR	○
○	PARENT/COMMUNITY TUTOR	○
○	OPERATION RESCUE	○
○	OTHER	○
	b. AFTER SCHOOL?	
○	OPERATION RESCUE	○
○	STARS (TITLE I)	○

TO THE HOMEROOM OR FAMILY TEACHER:

This form is to be completed for the student whose name appears on the opposite side. Complete one form for EACH child in your classroom who participates in the regular curriculum of study in reading and/or mathematics. Questions specific to the reading and mathematics programs should be answered by the person(s) responsible for the student's REGULAR reading and REGULAR mathematics instruction.

As the family or homeroom teacher please be sure that all questions are answered on your classroom form #300 and each student form #301. AFTER completion assemble your student forms alphabetically with the classroom form on top and submit as a class package.

5. HOW OFTEN EACH WEEK DOES THIS STUDENT RECEIVE EXTRA HELP? (MARK ONE FOR EACH SUBJECT)

READING		MATHEMATICS
○	1 DAY	○
○	2 DAYS	○
○	3 DAYS	○
○	4 DAYS	○
○	5 DAYS	○

6. IS THIS STUDENT REPEATING THE CURRENT GRADE?

○ YES NO ○

7. HAS THIS STUDENT REPEATED ANY OTHER GRADE?

○ YES NO ○

8. WHAT IS YOUR ASSESSMENT OF THIS STUDENT'S INTEREST IN: (MARK ONE FOR EACH SUBJECT)

READING		MATHEMATICS
○	VERY INTERESTED	○
○	SOMEWHAT INTERESTED	○
○	NOT INTERESTED	○

9. HOW MANY DAYS WAS THIS STUDENT ABSENT FOR ANY REASON DURING THE CURRENT SCHOOL YEAR (SEPT.-MAY)? PLEASE REFER TO THE ATTENDANCE CARDS IN ANSWERING THIS QUESTION. (SEE EXAMPLE FOR COMPLETING ON REVERSE SIDE)

FIRST SEMESTER		⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
		⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
SECOND SEMESTER		⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
		⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

[redacted] TO YOU [redacted] KNOWLEDGE [redacted] THIS STUDENT'S BACKGROUND OF EXPERIENCES ADEQUATE TO ENABLE HIM/HER TO FUNCTION SUCCESSFULLY IN YOUR CLASSROOM?

○ YES ○ NO

11. INDICATE THIS STUDENT'S CURRENT INSTRUCTIONAL LEVEL IN READING AND MATHEMATICS. (MARK ONE FOR EACH SUBJECT)

READING
① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Ⓐ Ⓑ

MATHEMATICS
① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Ⓐ Ⓑ

12. INDICATE THIS STUDENT'S INSTRUCTIONAL LEVEL IN READING AND MATHEMATICS FOR NEXT SEMESTER. (MARK ONE FOR EACH SUBJECT)

READING
① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Ⓐ Ⓑ

MATHEMATICS
① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Ⓐ Ⓑ

13. WHAT IS THIS STUDENT'S GRADE PLACEMENT?

CURRENT
Ⓚ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫
Ⓐ Ⓑ Ⓣ

FOR NEXT SEMESTER:
Ⓚ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫
Ⓐ Ⓑ Ⓣ

14. (FOR TITLE I SCHOOLS ONLY) CONSIDERING THE NEEDS OF THE STUDENTS IN YOUR CLASSROOM, WHICH PRIORITY WOULD YOU ASSIGN TO THIS STUDENT FOR READING AND MATHEMATICS INSTRUCTIONAL SERVICES OFFERED THROUGH THE TITLE ONE PROGRAM? (MARK ONLY ONE FOR EACH SUBJECT)

READING		MATHEMATICS
○	NO SPECIAL NEED	○
○	LOW DEGREE OF NEED	○
○	MODERATE DEGREE OF NEED	○
○	HIGH DEGREE OF NEED	○

15. [redacted] ADDITION[redacted] TITLE I REQ[redacted] CURRI[redacted] OF STUDY DID THIS CHILD ALSO RECEIVE SPECIAL EDUCATION SERVICES?

○ YES ○ NO

a. IF YES, WHAT SPECIAL EDUCATION SERVICES WERE RECEIVED? (MARK ALL THAT APPLY)

INSTRUCTION IN READING ○
INSTRUCTION IN MATHEMATICS ○
SUPPORT SERVICES (VISION OR HEARING PROGRAM, SPEECH OR PHYSICAL THERAPY, ETC.) ○

b. IF YES, APPROXIMATELY WHAT PERCENT OF THIS CHILD'S DAY IS USUALLY SPENT IN THE REGULAR CURRICULUM OF STUDY?

25% ○ 50% ○ 75% ○ 100% ○

16. INDICATE FOR THIS STUDENT THE MOST FREQUENTLY USED READING AND MATHEMATICS MATERIALS BY GRIDDING THE PROPER CODES BELOW. A LIST OF THE MATERIALS AND CODES HAS BEEN PROVIDED. (SEE EXAMPLE FOR COMPLETING TO THE RIGHT)

a. READING

MOST USED MATERIAL	___	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
	___	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
	___	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

b. MATHEMATICS

MOST USED MATERIAL	___	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ
	___	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
	___	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

c. TO WHAT EXTENT ARE THESE MATERIALS INDICATIVE OF WHAT WAS USED ALL YEAR FOR THIS STUDENT? (MARK ONE FOR EACH SUBJECT)

READING		MATHEMATICS
○	VERY SIMILAR	○
○	SOMEWHAT SIMILAR	○
○	NOT SIMILAR	○
○	DON'T KNOW	○

EXAMPLES

ITEM 9:

FOR A STUDENT WHO WAS ABSENT FIVE TIMES FIRST SEMESTER AND TWELVE TIMES SECOND SEMESTER, MARK AS SHOWN:

FIRST SEMESTER	0	● ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
	5	⓪ ① ② ③ ④ ● ⑥ ⑦ ⑧ ⑨
SECOND SEMESTER	1	⓪ ● ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
	2	⓪ ① ● ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

ITEM 16:

FOR A STUDENT WHOSE MOST USED READING MATERIAL IS 103 AND MOST USED MATHEMATICS MATERIAL IS A21, MARK AS SHOWN:

a. READING

MOST USED MATERIAL	1	⓪ ● ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
	0	● ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
	3	⓪ ① ② ● ④ ⑤ ⑥ ⑦ ⑧ ⑨

b. MATHEMATICS

MOST USED MATERIAL	A	● Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ
	2	⓪ ① ● ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
	1	⓪ ● ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

DO NOT MARK HERE